



# English As A Second Language Handbook

Handbook for serving English Learners



GROWING SUCCESS FOR ELs



PS PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

# 2020-2021

Updated by Luisa Palacio

ESL Teacher

[www.northampton.k12.nc.us](http://www.northampton.k12.nc.us)



# **ENGLISH AS A SECOND LANGUAGE HANDBOOK**

## **Northampton County Schools**

### **Mission Statement**

The Mission of Northampton County Schools is to work in partnership with families and communities using a holistic approach to empower students to become responsible and engaged citizens.

### **Vision Statement**

The Vision of Northampton County Schools is to have safe, orderly and effective schools that provide a wholesome learning environment and strong, competitive learners.

### **English as a Second Language Program Goals**

Northampton County Schools is committed to providing a quality education program to all students. Two languages other than English are spoken by English Learners at Northampton County Schools: Spanish and Arabic. Currently one ESL teacher works with 26 English Learners (K-12). Our main goal is to accelerate English Learners' acquisition of the English Language, so English Learners can be academically and socially successful at our schools.



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## **District English as a Second Language Staff**

### **Director**

Mark A. Barfield is the Coordinator of the English as a Second Language Program for Northampton County Schools. He is responsible for helping school administrators understand the legal and fiscal requirements for our ESL program and how to provide appropriate services to students classified as ELs. Mr. Barfield communicates with the NC State Department of Instruction on a regular basis to receive updated information about ESL requirements and to maintain compliance with federal Title III legislation. He arranges professional development sessions for the ESL teacher and school teams. Additionally, he manages the Title III funds and budgets available to assist schools in setting up and maintaining ESL programs. Mr. Barfield can be contacted via email at [barfieldm@northampton.k12.nc.us](mailto:barfieldm@northampton.k12.nc.us) or phone at 252.534.1371 extension 2245.

### **ESL Teacher**

Luisa Palacio is the K-12 ESL teacher for Northampton County Schools. She is responsible for teaching English language learners the academic language necessary to communicate information, ideas and concepts for academic success in language arts, mathematics, science and social studies. Mrs. Palacio is responsible for informing content teachers of students' accommodations and recommended modifications, she should also enter testing accommodations on PowerSchool. Mrs. Palacio is responsible for administering the W-APT/Screeners the ACCESS for ELLs. Mrs. Palacio is expected to attend county-wide ESL staff meetings and she is not to be used to cover classes or the office when a staff member is out or in a meeting. It is against the guidelines and could result in revocation of Title III funding. Mrs. Palacio is based at Gaston Middle School. She can be contacted via email at [palaciol@northampton.k12.nc.us](mailto:palaciol@northampton.k12.nc.us) or by phone 252-326-1034.



## **ENGLISH AS A SECOND LANGUAGE HANDBOOK**

### **What is an English Learner?**

The WIDA ACCESS Placement test (W-APT) is administered to students who list a language different than English in the Home Language Survey. The W-APT is a screener that helps schools assess whether or not students will require English as a Second Language services. Schools have 30 days at the beginning of the school year or 14 calendar days if the student enrolls after the beginning of the school year to administer the W-APT or to obtain ACCESS for ELLs test scores from students' previous school district.

### **What is the English as a Second Language Program?**

The English as a Second Language Program (ESL) is a program of techniques, methodology and special curriculum designed to meet linguistic, academic, cultural, and affective needs of English Learners. The ESL program provides ELs with the necessary instruction to allow them to achieve academic standards. Parents have the right to accept or decline this service. However, if a parent declines services, the child remains classified as an EL and will continue to be administered the ACCESS for ELLs every year until student obtains the score to exit the program.

- There are approximately 26 English Learners currently enrolled in Northampton County Schools.
- We do not have enough students at any school to constitute a subgroup.
- The languages spoken by our English Learners are: Spanish and Arabic.
- Five out of our seven schools have current English Learners.
- Currently 1 ESL teacher serves K-12.



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## **Legal Background**

### **Lau vs Nichols (1974)**

Equity of Educational Opportunity is not achieved by merely providing all students with “the same facilities, textbooks, teachers and curriculum; (because) students who do not understand English are effectively foreclosed from any meaningful education”. All English Language Learners (ELLs) are entitled to equal access to the core curriculum and the curriculum must be made comprehensible to ELLs.

### **Castaneda v. Pickard (1981)**

This ruling formulated three criteria for evaluating programs serving English Learners. The Program used to serve ELs must:

- Be a researched-based Program recognized by experts in the field;
- Be implemented effectively by qualified personnel with appropriate resources;
- And be evaluated and found effective to teach languages and content.

### **Plyer v. Doe (1982)**

This ruling guarantees the rights of undocumented immigrants to access free public education. Public schools cannot deny undocumented students admission to school; cannot require social security numbers or ask students/parents to provide documentation that reveal their immigration status.

### **1983 Office of Civil Rights**

“It is our policy to find a violation of the Civil Rights Act of 1964 if Limited English Proficient (LEP) students are retained in grade for failure to demonstrate basic skills in English.”



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### **How to identify English Learners?**

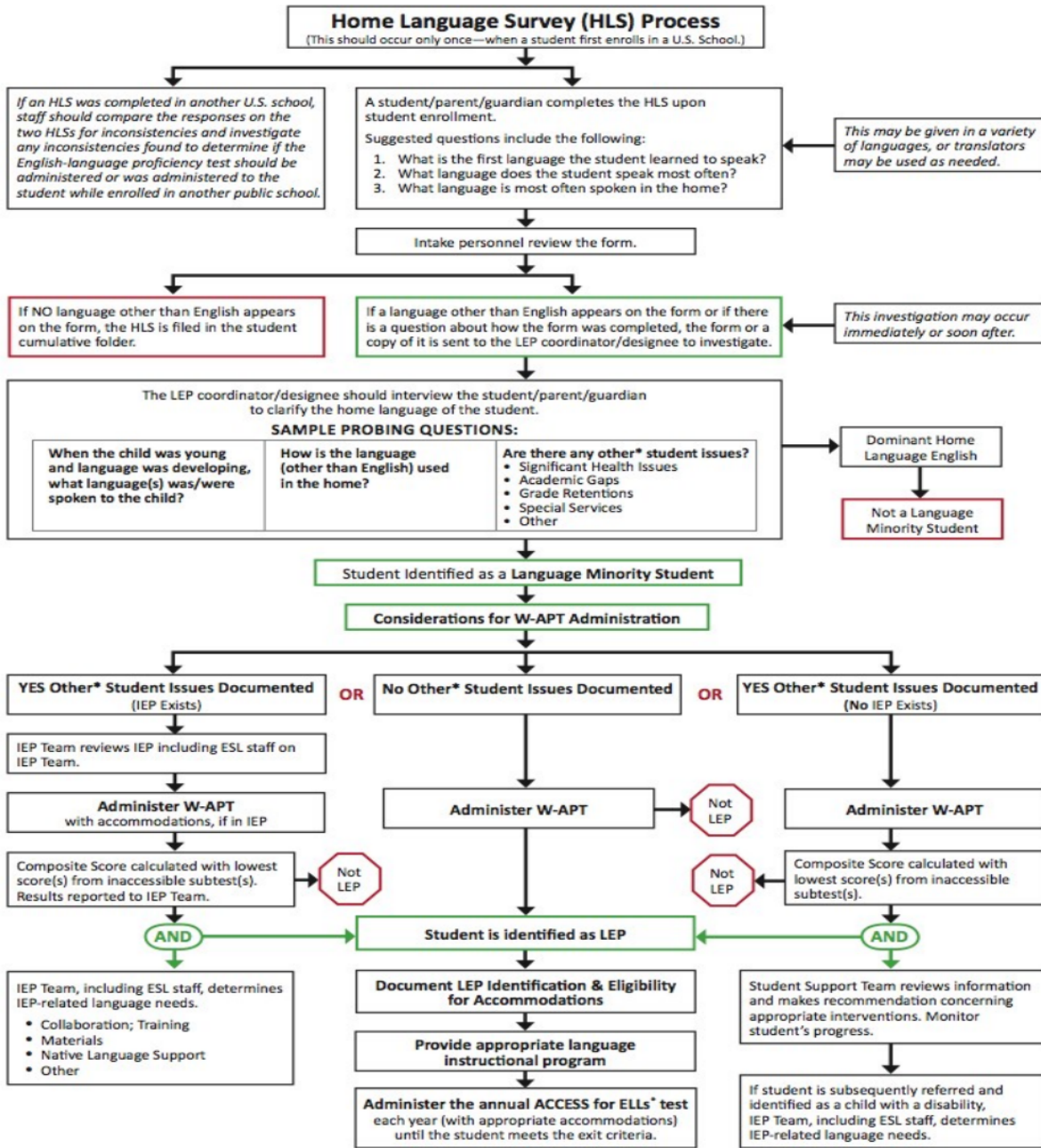
North Carolina is a WIDA State. Therefore, Northampton County School District follows the guidelines from the North Carolina English Language Learner Identification and Placement Guidance Document <https://wida.wisc.edu/sites/default/files/id-placement/NC-ID-Placement-Guidance.pdf>

Parents fill out the Home Language Survey (HLS) during the enrolment process and if any language different than English is listed on the HLS the English as a Second Language (ESL) teacher is notified so that the process of identification can begin. The ESL teacher contacts the student's family to inquire about how the language different than English is used at home. After parent contact, if necessary, the student is administered the W-APT or WIDA screener to complete the identification process following the parameters provided by the State. Once the student has been identified as an English Learner the ESL teacher creates an English Learner Plan based on student's English level and needs. This plan is presented and discussed with: student, student's teachers, LEP chair, student's parent, and testing coordinator. Thus, the classroom modifications, testing accommodations, and ESL services for the student are defined.

This Home Language Survey flow chart provided by the North Carolina Department of Public Instruction helps guide the process of identification of potential English Learners.



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HLS Flow Chart. Retrieved from

<https://drive.google.com/file/d/1ouYWKsN6P2C0Aofr296q6Av0hn4ewB/view>



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## English Learner Determination

The first document that may lead to an English Learner classification is the Home Language Survey that can be found in the cumulative folder. If a language different than English is listed in the HLS, then the child will be administered the W-APT test or may have scores included from a W-APT test previously given. The scores are then entered into a federal database (PowerSchool) that determines if the child will be a current EL student. Once a child places into the EL category, he/she must make passing scores on the ACCESS assessment in order to exit out of the program. See the W-APT/Screeners identification criteria provided by DPI.

### W-APT/Screeners Identification Criteria for Students with a Home Language other than English

W A P T	Grade	Domains	W-APT Score Identifies Student as EL	W-APT Score Indicating Student is NOT EL
	Kindergarten 1st Semester	Speaking & Listening	Less than 27	27 or Higher
	Kindergarten 2nd Semester	All Four	Listening & Speaking Less than 27 <i>or</i> Reading less than 14 <i>or</i> Writing less than 17	Listening & Speaking 27 or higher <i>or</i> Reading 14 or higher <i>or</i> Writing 17 or higher
	Grade 1 1st Semester			

S C R E E N E R	Grade	Domains	Screeners Score Identifies Student as EL	Screeners Score Indicating Student is NOT EL
	Grade 1 2nd Semester	All Four	Any domain less than 5.0	No domain less than 5.0
	Grade 2 - Grade 12 1st and 2nd Semester			

W-APT WIDA Screeners Criteria. Retrieved from

<https://drive.google.com/file/d/0B3w8fTXFFhJTOFdhNk91ZXozT2c/view>





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## Instructional Delivery Model

Northampton County Schools delivers English as a Second Language Instruction using a **Content-based Approach**, which integrates language instruction with content areas. The content based approach is designed to facilitate students' comprehension of content in the different subjects while at the same time, developing students' language skills. Therefore, language is not only the object of learning, but also a tool for communication.

According to Krashen (1984) meaningful language acquisition happens when the learner is provided with comprehensible input, not when the learner is bombarded with vocabulary and grammar rules in a non-contextualized environment. The Content-based Approach is focused on the *what* (content) instead of the *how* (form). Students are provided the input and they are given opportunities to produce output in the target language.

Genesee and Lindholm-Leary (2013), as cited by Ann and Brinton (2020), listed some benefits to the content based instruction:

1. It allows L2 learners to develop their language skills in tandem with social and cognitive skills.
2. Its focus on providing meaningful and relevant academic content and building opportunities for purposeful communication motivates L2 learning.
3. Exposure to content enables learners to map new language onto meaning and thought.
4. It provides exposure to structural and functional variation in different contexts of use, thus enabling L2 learners to acquire forms that are authentic and useful.
5. It facilitates opportunities for learners to link what is new to already known ideas and skills, thus providing opportunities for deeper learning.



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Additionally, the ESL program at Northampton County Schools uses the **Expediting Comprehension for English Language Learners (ExC-ELL) Model** and its strategies which allow for academic language, reading and writing skills to develop through all classes.

Vocabulary, oracy, and discourse are developed through practice and interaction. Through the ExC-ELL framework, students interact with their peers and teachers during 12 learning events:

1. Pre-teaching of vocabulary
2. Teacher Think-Alouds
3. Student Peer Reading
4. Peer Summaries
5. Depth of word studies/grammar
6. Class debriefings/discussions
7. Cooperative Learning Activities
8. Formulating Questions and Numbered Heads
9. Roundtable Reviews
10. Pre-Writing and Drafting
11. Revising/editing
12. Reading Final Product



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## ESL Service Delivery

### ESL Pull Out and Push in

The majority of our students receive ESL push-in and pull-out. The student leaves the classroom for ESL services, working in small groups with the ESL teacher. The specific aspects of program delivery (amount of time, group size, number of days in a week for services) vary between schools due to schedule restrictions, number of students, and specific areas of proficiency needing improvement.

As far as ESL services we follow the Language Instruction Educational Plan created for the year 2020-2021. The main goal is to close the achievement gap English Learners have due to the language barrier. The ESL teacher uses a content-based approach for instruction; therefore, at all times she supports content standards that are being covered in the classroom. Constant communication between the ESL teacher and content teachers is the key to a successful ESL program.

### English Language Development Standards

- English Language Learners **communicate** for **Social** and **Instructional** purposes within the school setting.
- English Language Learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.
- English Language Learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.
- English Language Learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**.



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- English Language Learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

### **Classroom Teaching**

Regular classroom teachers will receive professional development for working with LEP students. A list of appropriate/recommended classroom modifications is provided for teachers at the beginning of the school year when the English Learner Plan is developed and discussed.

### **Retention Guidelines for English Learners**

Research shows that English Learners who have been retained have a 45 to 50% greater chance of dropping out of high school. This percentage increases with the number of retentions. Students are not to be retained on the basis of their language proficiency. Retention of English Learners does not facilitate English Language acquisition. Prior to considering retention of an EL, the following criteria should be addressed:

- a) Has the student's English language proficiency been assessed?
- b) Has the student been enrolled in the district for more than one full academic year?
- c) Have classroom modifications been made in the areas of lesson delivery, assignments, homework and assessments to ensure meaningful and fair curricular participation?
- d) Has an English Learner Plan been implemented to document classroom modifications and student progress?
- e) How much direct ESL instruction is the student receiving during the school day?
- f) Has an alternate grading strategy been implemented such as portfolio or rubric assessment?
- g) Has the ESL staff at the school been consulted?



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If you answered “no” to any of the above questions, retention may not be an appropriate option for the student. If you are considering retention of any EL, please get the name to the LEP committee and they will complete the Retention of Limited English Proficient Students Recommendation Form and get to the Director who will then forward to the school executive.

### **Grading**

“Traditional grading does not work for assessing the academic learning of Limited English Proficient students. The solution is alternative assessments converted into grades. The collection of data from alternative assessments, rated with a rubric, can be the source of assignment of grades for LEP students. In such a case the grades the LEP students receive would reflect the content/learning standards they represent.” Dr. Adela Solis, Ph.D., “Grading LEP Students: Developing Sound Practice”

Classroom assessment of English Learners students should be a combination of modified traditional and alternative assessments. The focus should be on documenting individual student growth over time, instead of comparing ELs with their native English speaking peers. Grading of ELs should be based on the content objectives and methods for which they have been exposed. Grades should also reflect effort and participation in assignments to the extent of the student’s English language proficiency ability. Therefore, the most effective method of grading ELs is grading them on improvement and progress.

### **Exiting the ESL Program**

#### **Former Monitored English Learners**

Exiting means that the student has exited the English Learner status. There is only one way to exit the ESL Program. An EL must meet the North Carolina exit criteria on the ACCESS assessment. It is important for schools to note that exiting the ESL Program does not



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ensure grade-level competency. Exiting status only indicates that students possess the necessary English language ability to potentially be successful. Students who have exited the program status have demonstrated that they have the language skills needed to succeed in the mainstream classroom. A student exits the ESL Program when the Composite ACCESS for ELLs scores are  $\geq 4.8$ . All aspects of classroom performance (attendance, participation, behavior, obligations outside the classroom) should be considered before a student re-enters the ESL program.

### **Parent Notification of Entering and Exiting Students**

When a student enters or exits the ESL Program, the Entrance and Exit Documentation form must be shared with the student's parents. A copy of this documentation must remain in the student's records in the cumulative folder. Exited students will not be served in the ESL classroom, but will be monitored for four years after exiting.

### **Policies and Procedures for Testing Students Identified as English Learners**

Guidance for Testing Students Identified as English Learners

[https://files.nc.gov/dpi/documents/files/new-format-19-20-tsiels\\_final-3\\_0.pdf](https://files.nc.gov/dpi/documents/files/new-format-19-20-tsiels_final-3_0.pdf)



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## **Data Management and Documentation Responsibilities**

Northampton County Schools uses a web-based data management system called Ellevation to maintain data on all language minority students. This system assists educators with the management of important student information and reduces the amount of clerical work done. It houses many required forms to help LEP teams, classroom teachers, parents and ESL teachers. It is crucial that ESL teachers in Northampton County understand and use Ellevation with a high level of proficiency. Training is provided yearly for ESL staff.

## **October Headcount**

In North Carolina we take an annual "EL headcount" every October. Each district and charter school completes an electronic survey online, and those data are given to the NC General Assembly on December 1 to determine State funding. Those numbers are also shared with the US Dept. of Education. It is imperative that information regarding students who enroll and list a language other than English as their primary language be given to the ESL teacher when they complete their enrollment package.



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## Description of the English as a Second Language Program for Northampton County Schools

### English Learner Plan

The North Carolina Department of Public Instruction requires schools to document appropriate language instructional program goals, instructional modifications and testing accommodations for each student identified as an English Learner. This documentation provides the evidence that the needs of ELs are being served. At the beginning of the school year the ESL teacher should meet with content teachers, students, parents, and testing coordinators in order to discuss individual English Learner Plans. The process is described below:

1. ESL teacher prints ACCESS for ELLs scores and/or Can Do Descriptors for each English Learner to discuss proficiency levels and instructional modifications.
2. Discuss eligibility with the team providing rationale. Provide parent with letter for placement or exiting.
3. Use data from WIDA ACCESS standards report to assign goals and instructional modifications for each EL.
4. Recommend accommodations for state testing for qualifying students. Students scoring below Level 5.0 Bridging on the reading subtests of the W-APT/ACCESS for ELLs eligible to receive state-approved LEP accommodations on state tests. Record accommodations.
5. Recommend instructional modifications.
6. Print English Learner Plan from which will include the student's ACCESS scores, can do descriptors for each language domain and instructional modifications.
7. The committee members sign completed plan.





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8. Make copies of the plan: one for EL cumulative folder, one for each content teacher and one for the parent.

### **English Language Learner Folder Maintenance**

The ESL teacher should maintain the English Language Learner records for current and Former Monitored English Learners (4 years). The following information should be kept current in the students English Language Learner Cumulative Record Folder until the student begins his/her fifth year of exited LEP status.

1. The student's initial W-APT results if available.
2. The Notification of English Language Proficiency Test results and ESL Program Eligibility indicating LEP service.
3. The English Learner Plan, which includes ACCESS scores, instructional goals and modifications and test accommodations as printed from Ellevation including LEP team signatures.
4. Completed ESL Program monitoring forms for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> year exited students.
5. ACCESS for ELLs report
6. Notification of Exiting the ESL Program Letter
7. Other pertinent documentation/information (i.e. parent refusal of services, ESL progress reports, benchmark results, Parent invitation letter, etc.)



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# Attachments



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## LIEP Continuum of Services Rubric

	Category 1: COMPREHENSIVE Language Services	Category 2: SUPPORTIVE Language Services	Category 3: TRANSITIONAL Language Services
<b>Criteria</b>	<p><i>K students must have a total W-APT score of 14 or below.</i></p> <p>1-12: WIDA SCREENER/ACCESS scores</p> <p>Overall Composite 1.0-2.0</p> <p>Reading &amp;/or Writing 1.0-2.0</p> <p>Listening &amp;/or Speaking 1.0-3.0</p> <ul style="list-style-type: none"> <li>Two years or less in U.S schools</li> <li>Need language support to participate in content classes</li> <li>Not proficient on standardized tests</li> <li>Students with Interrupted Formal Education (SIFE)</li> </ul>	<p>K: W-APT score 15-21.</p> <p>1-12: WIDA SCREENER ACCESS scores</p> <p>Overall Composite 2.0-4.0</p> <p>Reading &amp;/or Writing 2.0-4.0</p> <p>Listening &amp;/or Speaking 2.0-4.0</p> <ul style="list-style-type: none"> <li>Between two and four years in U.S schools</li> <li>Requires support with content and classwork</li> <li>May be below proficient on standardized tests of reading/writing</li> </ul>	<p>K: W-APT score 22-26.</p> <p>1-12: WIDA SCREENER/ACCESS scores</p> <p>Overall Composite 4.0-4.8</p> <p>Reading &amp;/or Writing 4.0-5.6</p> <p>Listening &amp;/or Speaking 4.0-6.0</p> <ul style="list-style-type: none"> <li>Years in US schools may vary</li> <li>ELP Bridging or above in reading, writing, speaking</li> <li>Manage content well, but may require support with classwork</li> <li>May be below proficient on standardized tests of reading/writing</li> </ul>
<b>Context</b>	<ul style="list-style-type: none"> <li>ESL pull-out/push in delivered by an ESL certified teacher during the school day or co-teaching setting with content area teachers</li> <li>ESL teacher is itinerant and serves more than one school</li> <li>Services rendered through evidence based reading program</li> <li>Services rendered through evidence based online curricula</li> </ul>	<ul style="list-style-type: none"> <li>ESL pull-out services/push in delivered by an ESL certified teacher during the school day or co-teaching setting with content area teachers</li> <li>ESL teacher is itinerant and serves more than one school</li> <li>Services rendered through evidence based reading program</li> <li>Services rendered through evidence based online curricula</li> </ul>	<ul style="list-style-type: none"> <li>ESL teacher and content teacher(s) will collaborate on a monthly basis to check on the student's progress and monitor if additional services are needed</li> <li>Student formally monitored four times a year to determine progress in domains</li> <li>Student may be moved to Level 2 at any time when monitoring indicates a need for increased services</li> </ul>



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			<ul style="list-style-type: none"> <li>• ESL teachers are itinerant and serve more than one school</li> </ul>
<p><b>Services</b></p>	<p><b>Elementary School</b></p> <ul style="list-style-type: none"> <li>• Service delivered during the school day by ESL certified teacher. K-4 ESL pull-out 30-45 minute sessions a minimum of 3 days a week, in small groups or one on one instruction</li> <li>• Content teachers incorporate SIOP strategies in regular classroom</li> </ul> <p><b>Middle School and High School</b></p> <ul style="list-style-type: none"> <li>• Grades 5-12 ESL push-in and/or pull-out 30-45 minute sessions a minimum of 3 days a week, in small groups using content based instruction and ExC-ELL strategies</li> <li>• Content teachers incorporate SIOP strategies in regular classroom.</li> <li>• ESL teacher works closely with guidance counselors to strategically schedule ELs.</li> </ul> <p><b>Remote Learning</b></p> <p>Students will be provided academic tasks appropriate for their language proficiency levels. Small group instruction or 1:1 live sessions as needed will be held to ensure the practice of all four domains. Instruction can be delivered using L2 and sometimes L1 for support as needed.</p>	<p><b>Elementary School</b></p> <ul style="list-style-type: none"> <li>• K-4 ESL push-in/pull-out sessions a minimum of one day a week to focus on specific skills identified through data collection</li> </ul> <p><b>Middle School and High School</b></p> <ul style="list-style-type: none"> <li>• Grades 5-12 ESL push-in/pull-out a minimum of two days a week for content support and standard based instruction.</li> <li>• Instructional modifications in place incorporating Content-based instruction and ExC-ELL strategies.</li> <li>• ESL teacher works closely with guidance counselors to strategically schedule ELs.</li> </ul> <p><b>Remote Learning</b></p> <p>Students will be provided English Language lessons using content-based instruction. The ESL teacher will support core subjects and collaborate with grade level teachers to modify and adapt assignments. The assignments will be developed via live sessions (20 to 30 min sessions); however, options for offline work and low-tech tasks will be provided as well.</p>	<p><b>Elementary School</b></p> <p><b>Middle School and High School</b></p> <p>K-12 LEP students at the expanding/bridging level are served on a collaborative basis. The ESL teacher will contact classroom teacher and student once per month and ESL support will be given as needed (one-on-one, small group, content specific, tutoring during push-in/pull out sessions) to meet needs identified through data collection.</p> <p><b>Remote Learning</b></p> <p>The ESL teacher will support core subjects and collaborate with grade level teachers to modify and adapt assignments. On demand tutoring sessions will be held to better support ELs.</p>



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The assignments will be developed via live sessions (20 to 30 min sessions); however, options for offline work and low-tech tasks will be provided as well.

The ESL teacher will support core subjects. Support for students will also be provided through the modification of assignments following the EL plan developed with classroom teachers. When appropriate, the ESL teacher will also offer resources in the students' native language to facilitate understanding of concepts.



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**OUR VISION**  
To build capacity at the local school system level and sustain statewide implementation of research-based strategies to meet the needs of our English learners.

NCDPI ESL/Title III Google Site: [bit.ly/NCELSWebsite](http://bit.ly/NCELSWebsite)  
NCDPI ESL/Title III Professional Learning Opportunities: [bit.ly/PDdashboard](http://bit.ly/PDdashboard)

## 2020-2021 ESL/TITLE III PROGRAM TIMELINE

\* Dates will differ for year round schools

### THROUGHOUT THE YEAR - ONGOING TASKS

- Screen students within 30 days of enrollment.
- Notify parents in writing of a student's identification as an English learner (EL) within 14 days of testing.
- Update EL data in PowerSchool as required. Complete RCRs as needed.
- Review secondary school ELs' schedules and transcripts with school counselors to advise EL students for graduation success.
- Consult with classroom teachers on current and monitored former English learner (MFEL) student progress.
- Complete all steps of the EL plan process for any newly identified students.
- Share the LIEP with administrators, staff, and other stakeholders to ensure fidelity to the continuum of service.
- Continue to refine the LIEP Service chart and inform NCDPI of any modifications.
- Earn CEUs by participating in any of the online and face-to-face professional learning opportunities offered by NCDPI ESL/Title III.
- Plan regular EL family outreach throughout the year per Title I requirements, this also meets Title III requirements for including parent, family, and community engagement activities.

#### JULY 2020

- Determine who will maintain your EL and Immigrant Data in PowerSchool for the year. Communicate this information to NCDPI.
- Analyze relevant ACCESS for ELs test scores with your team. Look for patterns and consider instructional implications.
- Compare EL and non-EL student performance on state assessments.
- Share the LIEP with administrators, staff, and other stakeholders to ensure fidelity to the continuum of service.
- Designate and train W-APT and WIDA Screener administrators.
- Prepare for W-APT/WIDA Screener - administration training and schedule (Year-Round Calendar)
- Work with your Regional Accountability Coordinator (RAC) to create or update any new WIDA Accounts for any WIDA Assessments.
- Attend the Growing Success for ELs Summer Conference.

#### JANUARY 2021

- Add any newly identified or newly enrolled EL students to WIDA AMS. Consult your "Expect ACCESS Test" SqlReports 5 in PowerSchool.
- ACCESS for ELs Test Administrators: Complete all training on the WIDA website.
- Attend the EL Coordinator meeting.
- Begin ACCESS for ELLs and Alternate ACCESS for ELLs testing on January 25, 2021. The window closes on March 5, 2021.
- Begin working on updating data for Immigrant headcount.

#### AUGUST 2020

- Update LEA/Charter School EL Coordinator information in EDDIE.
- Designate and train W-APT and WIDA Screener administrators.
- Prepare for W-APT/WIDA Screener - administration training and schedule (Traditional Calendar)
- Teachers: Use WIDA ELD standards, including performance definitions, speaking and writing rubrics, model performance indicators, and Can-Do descriptors for data analysis, goal setting, lesson planning, and instruction.
- Review high school ELs' schedules with school counselors to ensure they are on track for graduation.

#### FEBRUARY 2021

- Continue ACCESS for ELs Testing throughout the month.
- Review and update the current Immigrant student roster in PowerSchool.
- Submit Immigrant headcount on the designated date through PowerSchool (Window opens on Monday, February 1, 2021, and it closes on Friday, February 19, 2021.)

#### MARCH 2021

- Complete ACCESS for ELs testing by March 5, 2021.
- Begin preparing Title III Application.
- Conduct timely and meaningful consultation and involvement with private schools, if applicable.
- Involve EL parents with Title III application and program development.
- Begin work on ACCESS for ELs and Alternate ACCESS for ELLs Data Validation.

#### SEPTEMBER 2020

- Attend the EL Coordinator meeting.
- EL Teams determine initial state accommodations and instructional modifications. Use criteria from DPI Accountability to establish accommodations. See [Accountability Policy and Procedures](#)
- Complete EL Plan and state-mandated review of accommodations form for each EL student.
- Send written notification to parents/guardians of all current EL students of their child's participation in the EL program.

#### APRIL 2021

- Continue work on ACCESS for ELs and Alternate ACCESS for ELLs Data Validation.
- Plan and schedule EL related professional development for all stakeholders for 2020-2021. If applicable, it can be included in your Title III Application.

#### MAY 2021

- Continue Title III Application preparation.
- Involve EL parents with Title III application and program development.
- Prepare to notify parents, teachers, and administrators of Spring ACCESS scores.

#### OCTOBER 2020

- Submit EL headcount on or before the designated date through PowerSchool (Window opens on October 1 and runs through Friday, October 23.)

#### JUNE 2021

- Submit all RCRs for year-end data clean-up.
- Follow the CCIP Consolidated Application to submit the Title III Application in CCIP, if your LEA/Charter School received an allotment of Title III funding.
- Complete EL PD Data Collection in PowerSchool as part of the federal requirements.
- Work with NCDPI on any ACCESS for ELLs or Alternate ACCESS for ELLs post reporting scoring appeals.
- Enjoy the summer!

#### NOVEMBER 2020



- Update all EL screening data prior to the ACCESS for ELLs and Alternate ACCESS for ELLs pre-ID file upload to WIDA.
- Check to be sure students taking the Alternate ACCESS for ELLs are identified as Tier T in PowerSchool.
- Consult with teachers of elementary ELs about any retention concerns.
- Use the WIDA ELD standards, including performance definitions, speaking and writing rubrics, and Can Do Descriptors for lesson planning and instruction.




For further questions, please get in touch with the **NCDPI ESL/TITLE III TEAM**  
K-12 Standards, Curriculum, and Instruction Division  
EL Program Quality Focus

 <b>LEA/Charter Schools in the West Region</b> <i>Piedmont-Triad, Southwest, Northwest, and Western</i> Ivanna Mann Thrower Anderson <a href="mailto:ivanna.anderson@dpi.nc.gov">ivanna.anderson@dpi.nc.gov</a> 984.236.2828	 <b>LEA/Charter Schools in the East Region</b> <i>Northeast, Southeast, North Central, and Sandhills</i> Xatli Stox <a href="mailto:xatli.stox@dpi.nc.gov">xatli.stox@dpi.nc.gov</a> 984.236.2834
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#### DECEMBER 2020

- Begin ACCESS testing preparation by ensuring WIDA AMS accounts and permissions are up to date for testing coordinators and administrators in schools. Work with your RAC to update ACCESS testing permissions in WIDA AMS.
- Plan ACCESS testing schedule to minimize instructional disruptions (Involve school staff).

 <b>Title III Compliance - Statewide</b> Marshall Foster <a href="mailto:marshall.foster@dpi.nc.gov">marshall.foster@dpi.nc.gov</a> 984.236.2790	 <b>EL Data/PowerSchool - Statewide</b> Susan Walz <a href="mailto:susan.walz@dpi.nc.gov">susan.walz@dpi.nc.gov</a> 984.236.2847
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